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UNDERGRADUATE MFL TEACHER-TRAINING IN LIBERAL ARTS COLLEGES--A SURVEY.

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PUB DATE NOV 64

EDRS PRICE MF-$0.25 HC-$0.40 8P.

DESCRIPTORS- *TEACHER EDUCATION, *TEACHER CERTIFICATION, *MODERN LANGUAGE CURRICULUM, *DEGREE REQUIREMENTS, *UNDERGRADUATE STUDY, NATIONAL SURVEYS, COLLEGES, TEACHER EDUCATION CURRICULUM, METHODS COURSES, LANGUAGE PROFICIENCY, TABLES (DATA), EDUCATIONAL CHANGE, STUDENT TEACHING, MODERN LANGUAGE ASSOCIATION,

UNDERGRADUATE TEACHER-TRAINING IN LIBERAL ARTS COLLEGES WITH HIGH MODERN LANGUAGE ENROLLMENTS AND GOOD GEOGRAPHICAL DISTRIBUTION WAS SURVEYED WITH REGARD TO COURSE REQUIREMENTS, PRACTICE TEACHING, AND FUTURE TEACHER-TRAINING PLANS. RESPONSES WERE RECEIVED FROM THE CHAIRMEN OF 335 FOREIGN LANGUAGE DEPARTMENTS IN 244 COLLEGES. SEVENTY PERCENT OF THE DEPARTMENTS HAVE EQUAL SEMESTER HOUR REQUIREMENTS FOR MAJORS WHO DO AND DO NOT INTEND TO TEACH. FIGURES ON SPECIFIC COURSE AND COURSE SEQUENCE REQUIREMENTS ARE INCLUDED. FIGURES ARE SUPPLIED ON NUMBERS OF GRADUATES AND CERTIFIED GRADUATES. TYPES OF PROGRAM CHANGES MOST FREQUENTLY CONSIDERED ALSO ARE REPORTED. COURSE CREDIT INFORMATION IS GIVEN, AND THE SURVEY IS COMPARED WITH OTHERS OF ITS TYPE. RECOMMENDATIONS ARE MADE. THIS ARTICLE WAS PUBLISHED IN "THE MODERN LANGUAGE JOURNAL," VOLUME 48, NUMBER 7, NOVEMBER 1964, PAGES 424-431. (AF)

ED019919

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Undergraduate MFL Teacher-Training in Liberal Arts Colleges: A Survey

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IN THE fall of 1963 the Modern Language Association initiated a study of the preparation and certification of public school teachers of modern foreign languages. This study, supported by the Carnegie Corporation of New York, will continue through September 1965. The two primary objectives for the study are 1) to bring information on current practices up to date, and 2) to determine how professional activity can best be focused in an effort to improve teacher preparation and certification.

The initial phase to accomplish these objectives consists of three surveys:

1. Undergraduate Teacher-Training in Liberal Arts Colleges,
2. Undergraduate Teacher-Training in Schools and Colleges of Education,
3. MFL Methods Courses in Undergraduate Teacher-Training Programs.

This report summarizes the data received in response to the first survey, which was sent to foreign language department chairmen in 300 liberal arts colleges. The colleges were selected on the basis of high MFL enrollments and geographical distribution. The chairmen were asked to provide information about course requirements, practice teaching and future plans for teacher training.

Responses to the survey were received from chairmen of 335 FL departments in 244 colleges in 47 states and the District of Columbia. The MLA wishes to express its gratitude to these chairmen without whose superb cooperation this study would have been impossible.

Throughout this report the following abbreviations are used:

FL(s) = Foreign Language(s);
MFL(s) = Modern Foreign Language(s).

Course Requirements

Chairmen were asked to indicate how many semester hours of MFL study, beyond the first-year course, are required of B.A. candidates majoring in a foreign language. The same question was asked about majors and minors intending to teach the MFL. The responses to this question are summarized in Chart I.

The analysis of individual questionnaires reveals that 263 departments (70%)[1] have equal semester hour requirements for majors intend-

[1] All per cents *in parentheses* in this report are based on the 335 departments which responded.

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CHART I

REQUIREMENTS BEYOND FIRST-YEAR COLLEGE COURSE

MAJOR IN THE FL

	Number of Sem. Hours	0–19	20–24	25–29	30–34	35–39	Over 39	No Answer	Total
FL Major	Number of Depts.	12	93	40	123	40	19	8	335
	% of Total	3.58	27.76	11.94	37.72	11.94	5.67	2.40	100%
FL Major Intending to Teach	Number of Depts.	13	87	32	109	36	29	29	335
	% of Total	3.88	25.97	9.55	32.54	10.75	8.66	8.66	100%

MINOR IN THE FL

	Number of Sem. Hours	0–6	7–12	13–18	19–24	Over 24	Will Not Recommend	No Answer	Total
FL Minor Intending to Teach	Number of Depts.	1	22	97	83	25	97	7	335
	% of Total	.299	6.57	29.00	24.78	7.46	29.00	2.90	100%

ing to teach as for majors *not* intending to teach. However, 29 departments require at least 6 semester hours more of those intending to teach while 17 departments require at least 6 semesters hours more of those *not* intending to teach. One department indicated that all majors and minors must pass proficiency examinations rather than complete a specified number of semester hours of study.

It should be emphasized that 97 departments indicated that they would *not* recommend a person who minors in a language to teach it.

Chairmen were asked to indicate by title the courses required of students preparing to teach, i.e., courses in addition to those required of all FL majors. Chart II shows the number of departments which require specific courses within the major department and outside the major department. This chart also shows the number of courses outside the major department which are recommended to future teachers. Courses mentioned only once are not included in the chart.

A few courses required within the major department were mentioned once: Public Speaking, Phonology, Phonemics, Medieval Literature, Romance Elective, and finally, "a project course, involving a long paper on a major figure or movement in French literature."

Proficiency Examinations

Eighty per cent or 269 of the departments reported that they did not require proficiency tests in a language taken as a teaching major. Two departments did not provide information to the question. Sixty-four departments (20%) indicated their use of proficiency tests as follows: MLA Proficiency Tests for Teachers and Advanced Students—34, Graduate Record Exam—16, MLA Proficiency Tests and Graduate Record Exam—1, MLA Cooperative Classroom Tests—2. Six departments indicated that the name of the examination could not be divulged.

Of the 34 institutions which use the MLA Proficiency Tests, 11 are located in Pennsylvania which now requires this test in its certification of MFL teachers.

Methods Courses

Questions concerning methods courses sought to determine whether such courses were required of prospective MFL teachers, and if so, whether they were taught for each, or more than one, FL, and whether they were taught by members of the MFL staff, the Education staff, or jointly. The responses showed that 231 departments (69%) require a methods course for teacher trainees, 95 (29%) do not. Only nine departments did not answer this part of the survey. Chart III is a tabulation of the responses to the last two parts of the question.

Moreover, departments were asked to list the names and addresses of the teachers in charge of the methods courses. Names and addresses of 249 methods course teachers were supplied by the 231 departments.[3]

CHART II

SPECIFIC COURSES FOR TEACHER TRAINING

Courses	Number of FL Departments		
	Required in Major Department	Required Outside Major Department	Recommended Outside Major Department
Advanced Composition	30		
Advanced Conversation	28		
Advanced Grammar	3		
Diction	2		
Philology	7		
Phonetics	28	2	8
Morphology	3		
Syntax	2		
Linguistics	19	7	29
Additional Literature (Major FL)	17		
Comparative Literature		2	8
English Literature		7	37
Culture and Civilization	21		
Area Studies			24
History		11	32
History of Europe		6	18
History of Target Culture		20	36
Education Courses		152	35
Philosophy		6	31
Humanities			42
Study Abroad	3		2

CHART III

TEACHING OF METHODS COURSES

Taught by	No. of courses separate for each MFL	No. of courses common to all MFL's	Total
FL Staff	56	101	157
Ed. Staff	1	37	38
Both FL and Ed. Staff	8	28	36
Total	65	166	231

MFL Majors: Schools of Education

Only 60 departments (18%) indicated that students can major in an MFL in the school of education while 255 (76%) indicated that students cannot. Only 20 chairmen (6%) did not answer this part of the survey. It should be noted that we did not ask specifically whether or not there is a school or department of education in the college.

Practice-Teaching

Prospective teachers of 278 departments (83%) participate in practice-teaching pro-

[3] The methods teachers whose names have been obtained from FL departments, and those whose names will be given by schools of education (in the second survey of this series) will be primary sources of information for the third survey now planned.

CHART IV

NATURE OF STUDENT-TEACHING PROGRAMS

Activity	No. of Depts.	
	Include	Do Not Include
a. Observation of High School Classes	223	50
b. Observation and Assistance to High School Teacher	228	45
c. Observation of High School Lab Procedures	190	83
d. Teaching under Supervision of High School Teacher	252	21
e. Conducting Lab under Supervision	115	158
f. Observation of Student Teacher by FL Staff	150	123
g. Observation of Student Teacher by Ed. Staff	184	89

grams. Forty-nine departments (15%) have no practice-teaching program, and 8 departments (2%) did not respond to the question.

Chart IV is a summary of the detailed information which we requested about the practice-teaching programs. Five chairmen did not supply this information; therefore, Chart IV is for 273 programs only.

Analysis of the individual questionnaires reveals that 68 departments had neither observation nor conducting of language laboratories as specific features of the practice-teaching program. In 37 programs the student teacher is observed by no one on the college staff; in 52 programs by the FL staff only, and in 86 by the Education staff only. However, in 98 programs members of both the FL and Education staffs observe the student-teacher.

Since some practice-teaching programs do not follow a set pattern, chairmen were asked to list important details not covered in the categories which we had selected. In seven programs MFL majors are required to work as assistants in the college laboratory, and in most cases this was for at least one full semester. The MFL majors of 11 departments do their practice teaching in the beginning language courses of the college, and the majors of two departments do it in beginning and intermediate college classes. In at least two cases the seniors are assigned to teach "extra beginning sections," i.e., those for which regular staff are not available. The FLES majors in 3 departments are not required to do practice teaching but may volunteer to do some teaching in nearby elementary schools. Only one department indicated that it has a Campus School in which FLES majors do required practice teaching.

One department reported that students "teach for an entire semester full time under the supervision of a cooperating teacher and a university supervisor. Student-teachers are considered as regular staff members during this apprentice period and are paid a stipend of $1200.00." Another stated that, "All members of the faculty of the university who teach courses which prospective teachers may take are members of the faculty of the School of Education." One university reports that it is involved in a foundation-supported, apprentice program which "includes fifteen month internship in any field (including MFL) comprising: first summer (on campus), academic year (salaried) on-the-job with half-load to three-fifths load and provision for daily supervision by resident teacher if needed, and monthly observation by FL specialists on education staff, ending with second summer on campus."

Three institutions which have no school or department of education indicated here that

CHART V

FL MAJORS GRADUATED AND QUALIFIED FOR CERTIFICATION

	1961 No.	1962 No.	1961–62: % of Increase	1963 No.	1962–63: % of Increase
			A		
Depts. Reporting FL Graduates	265	275	3.8	287	4.4
Depts. Reporting FL Graduates Qualified for State Certificate	178	188	5.6	196	4.3
			B		
FL Graduates	2530	3365	33.0	4197	24.7
FL Graduates Qualified for State Certificate	1245	1612	11.2	1991	23.5
Per cent of all FL Graduates Certified	49.2	47.9	—	47.4	—

they had worked out an agreement with a near-by college to provide professional education courses and practice teaching.

Number of MFL Graduates

Chart V-A indicates the number of departments which reported information about the number of MFL graduates in 1961, 1962, and 1963. It also shows the number of departments which reported information on the number of MFL graduates who qualified for a state teaching certificate for the same years. Chart V-B indicates the number of students reported by these departments in each of the two categories.

For all three years the number of departments reporting information on MFL *graduates certified* is 68% of those reporting information on *all MFL graduates.*

Teacher-Training: Plans for Change

The chairman of 128 departments (38%) indicated that plans were under active consideration for changes in their teacher-training programs; 177 department chairmen (52%) have no immediate plans for change and 30 chairmen (10%) did not respond to this part of the questionnaire.

Seven types of change were being considered more than others. These changes and the number of times they were named are as follows: adding proficiency tests for those intending to teach—14, developing teacher-training programs within the FL departments—19, developing teacher-training programs in cooperation with the school or college of education—16, seeking a joint FL-education staff appointment to direct teacher training—7, adding student-teaching supervised by the FL staff—21, increasing the time allowed for professional preparation—6, and adding an MFL methods course—30. A few departments were considering a separate methods course for each MFL instead of the one course now common to two or more MFLs. Only one department indicated that it was dropping its MFL methods course in favor of a general secondary methods course.

Here are some examples of what department chairmen said about future changes:

1. The department is considering adopting the following modifications and additions to our present teacher-training program:

   A. MLA Tests administered in junior or senior year.
   B. Evaluation committee consisting of members of our department and School of Education to determine diagnostic and professional competency.

2. I, as chairman, would like to see extensive changes made in this department's practice. There is much inertia to be overcome in implementing any change. One of the changes that I should like to see is the introduction of a Master's Degree Program designed specifically for secondary school teachers. Other changes under consideration are concerned with the introduction of courses designed specifically to improve training of language teachers. Also under consideration is the employment as a regular member of this department of a person whose primary professional interest is in the training of secondary foreign language teachers. Such persons are, however, hard to come by.

3. A committee is at work to bring about an equal participation in training and supervising and evaluating interns between the School of Education and the College of Arts and Sciences.

4. At present we are reorganizing our teacher-training program to qualify as a self-certifying unit under the New North Carolina plan to allow the colleges more responsibility for certification.

5. Change and expand course offerings. Increase emphasis on language skills. Add course in linguistics as applied to FL teaching. Bring methods course into this department. Observe teacher candidates in their practice teaching. Require MLA Teacher Qualifications Tests and/or senior departmental comprehensive examinations, locally produced.

6. We plan to introduce a course in methods of teaching MFL's in the near future. The course will be given by a member of the MFL department who is fluent in several languages and has had a very successful experience in teaching MFL at a private school. This teacher will also visit the student teachers during their practice teaching. Until now, we have done this on a voluntary basis and, therefore, not regularly.

7. We are now running a small pilot project of four students with B.A. or equivalent who are presenting themselves for certification on basis

of proficiency however acquired (i.e., MLA tests plus other professional tests in lieu of courses sat through). This pilot project has full cooperation of college, of education department and of Romance Languages and also has the blessing of Texas Education Agency.

We are presently administering MLA tests to all department seniors, whether certification candidates or not to determine quality of our students. We hope soon to make our recommendation to the certifying agency contingent on proficiency alone, and not on course sequences which automatically yield certification.

8. We currently have the highest requirements for a certificate in [the] region. Our entering students reflect improvements in certification requirements begun two years ago. Despite, or perhaps because of, upgrading our requirements, we have a heavy increase in teacher-training candidates, and there is a marked improvement in the quality of our trainees. We have excellent relations with the College of Education, the members of which are just as interested as we are in improving the quality of our teachers. They have backed us every time we have made a suggestion raising requirements in subject matter.

The State Department of Education has set up a certification board in which language teachers have a majority vote to pass on the qualifications of foreign educated teachers (and teachers with certificates issued in other states, it now appears.) We are authorized to use the MLA examinations for this purpose. At its second meeting, the board authorized issuing certificates to four such teachers. We hope that this board and our active state Foreign Language Council will help eliminate the practice of hiring sub-standard language teachers.

Cross-Item Analysis

Although chairmen, in most cases, tried to report information summarized in Chart I in terms of semester hours, the questionnaire asked specifically how the institution computed course credits. Grouping the responses showed 26 distinct ways of course or credit counting; some examples are units, courses, course units, half courses, credits (1 credit equals 15 semester hours), credits (29 required for B.A.), and the 3–3 system (all courses simply count as one).

Contrary to the notion sometimes prevalent, very few responses indicated that the language and literature requirements for FL majors intending to teach differs significantly from that for other FL majors.

Of the 64 departments which require a proficiency examination in a language taken as a teaching major, 62 require 24 or more semester hours of study beyond the beginning college course. In addition to the information reported above about proficiency tests, more information is now being requested about the uses made of these tests, i.e., what skills are tested, when the tests are administered, the relationship of proficiency testing to the entire program, and whether or not cut-off scores are used. The study will include more colleges than those reporting use of proficiency tests in this survey.

A cross-item analysis of the information reported about methods courses with the information reported on observation and supervision of practice teaching by the college faculty is summarized in Chart VI below. It reflects a certain degree of coordination, or lack of it, between theory and practice. It should be remembered that student teachers in 252 programs out of the 273 do teach under the supervision of the high

CHART VI

METHODS COURSE—PRACTICE-TEACHING

Methods Course Taught by	Practice Teaching Supervised By				
	FL Staff	Education Staff	FL and Education Staff	Neither	Total
FL Staff	41	40	49	27	157
Education Staff	1	15	10	12	38
FL and Education Staff	4	8	17	7	36
Total	46	63	76	46	231

school teacher, and in a few cases the high school teacher is a member of the college faculty.

Of the nine departments which did not answer the question on a required methods course for MFL majors intending to teach, six clearly do not have any commitment to teacher training, i.e., they reported no graduates qualified for the state teaching certificate, no practice-teaching program, no program in the school of education, and no plans for change. The other three departments (which did not answer the question on the methods course) do have a practice-teaching program, did report graduates qualifying for the state certificate, but did not report information about a program in the school of education, and said they have no plans for changing their teacher-training programs.

A course in methods of teaching MFLs is not required of prospective teachers in 95 departments. Of this number, 22 clearly have no teacher-training commitment since they answered negatively about practice teaching, graduates qualified for state certificates, and plans for change in their programs. Three more departments which do not have practice teaching nor report graduates certified, do plan however, to initiate teacher training. Seven departments report information on the number of graduates certified but have no practice teaching, no plans for change in their programs, and also indicate that there is no separate major in the school of education. The other 63 departments which have no methods course do have practice teaching; 24 have plans for change while 39 do not.

In short, of these 95 departments, a reasonable conclusion is that 25 have no present commitment to teacher training but at least 3 of these plan to initiate programs; 7 departments have no teacher training commitment but their graduates are being certified; and 63 have a limited commitment to teacher training but only 24 are planning changes to expand it.

By process of elimination, of the 49 departments which have no practice teaching, 32 are accounted for in the cross-item analysis above. This means that 17 departments which do have a methods course, do *not* have practice teaching.

Further Observations

It is important in studying the information yielded from any survey to know how representative it is of the total area being discussed. In the case of this survey, data in a report of the Research Division of the National Education Association entitled, "Teacher Supply and Demand in Public Schools, 1964" are useful. The report indicates the number of potential teachers in each subject-matter area for the years 1961, 1962, and 1963. The number of "potential" teachers is based on enrollment of seniors by subject-matter field in colleges and universities throughout the country. The NEA reports that the number of potential FL teachers was 2,457 in 1961, 3,227 in 1962, and 4,272 in 1963. A comparison of these figures with the number of FL graduates qualified for state certificates as reported by the departments in this survey (Chart V), shows that these figures equal 50% of the number of potential teachers reported in every one of the three years. But not all departments reported information on all FL graduates and only 68% of those who reported on all FL graduates reported on graduates qualifying for state certificates. It seems reasonable, therefore, to consider the programs reported in this survey as a fair proportion of the programs which prepare FL teachers. The results of this survey together with the second survey now underway (Undergraduate Teacher-Training in Schools and Colleges of Education), should give an excellent indication of the current status of certain aspects of MFL teacher-training at the undergraduate level.

Another previous survey lists the then current (1959) and anticipated semester hour requirements for being certified to teach an FL in the 50 states.[3] If the results of Professor Balakian's survey still obtain, the graduates of 65 of the programs reported in this survey could teach in all 50 states, those of 109 more programs could teach in all but one state, those of 32 more could teach in all but 5 states, those of 87 more could teach in all but 7 states, and those of 13 departments could teach in only 19 states. This sounds impressive, but as Professor Bala-

[3] Anna Balakian, "Certification Requirements for Modern Foreign Language Teachers in American Public Schools (1959–1960)." *PMLA*, May 1961.

kian clearly pointed out, "In general, the significant trend revealed in this survey is not an increase in the credit-hour requirements but the shift that is taking place in the responsibility for the accreditation of applicants from the State Certification Boards to the institutions of higher education occupied with their training."[4] Another caution is simply that certification requirements, even when stated in semester hours, are minimal, not optimal.

The trend noted by Professor Balakian and the increasing tendency toward program approval in teacher preparation and certification raises the question as to whether or not responsibility for training the MFL teacher in all the previously defined areas of competence is being exercised. The responses to this survey indicate that many liberal arts colleges are keenly aware of their responsibilities in some areas of teacher preparation. The responses also indicate that many FL departments have an excellent working relationship with departments or schools of education. However, it appears that considerably more attention could be given to evaluating individual FL majors, segments of teacher-training programs, and entire programs. Also it appears that there is room for improvement in the coordination and supervision of practice-teaching programs to enhance the professional quality of beginning teachers.

[4] *Ibid.*, p. 6.

Reprinted from
THE MODERN LANGUAGE JOURNAL
Vol. XLVIII, No. 7, November, 1964